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ABSTRACT

This report details program methods for training teaching professionals, selecting partner schools as training institutions for student teachers, and setting up laboratories to correlate theory and application. It describes a training program for classroom specialists and an undergraduate program of instruction for teacher trainees. The classroom specialist is described as a model and facilitator to the prospective teacher; the report lists his specific competencies and expected abilities. Appendixes are available on request. (JB)

ED 075427

A PERSONAL-PROFESSIONAL DEVELOPMENT PROGRAM FOR PROSPECTIVE CLASSROOM SPECIALISTS IN TEACHER EDUCATION

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SP 006 421

Department of Elementary Education

University ~~of Dayton~~

Dayton, Ohio

1972

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DESCRIPTION AND DEVELOPMENT

STATE OF THE ART:

A look at educational literature in the past decade reveals a flurry of activity directed towards improvement of education. There have been all kinds of proposals for new instructional materials, new curricula, new content, and new types of organizational patterns. These proposals have come with all kinds of labels such as: new math, team teaching, open space, non-grading, minipacs, programed instruction, and individualized instruction.

Attention has also been given to materials and forms of organization, but the greatest emphasis, especially in universities, has been directed toward improving the ability of teachers to teach children. New programs for the preparation of prospective teachers are also in the process of being designed and in some educational institutions implemented through laboratory experiences.

One of the most difficult problems in teacher education is identifying the classroom teachers to guide these laboratory experiences. Presently in many schools teachers take turns at being supervising teachers for one term at a time. This practice makes it impossible to develop continuity or improvement in the program. Assuming that there are classroom teachers interested in teacher education, provisions could be made for these persons to become involved in formulating a new role for

the classroom supervisor. This requires the establishment of partner relationships in teacher education between the university and school systems.

On the basis of extensive research, federally funded, some universities have been able to project the development of model programs in teacher education involving partnership schools. The implementation of these models demands prerequisites in the form of:

a. adherence to minutely programed conceptual designs
b. authorization by the state to establish working relationships with school system
c. allocation of state or federal funds in the form of grants
d. required standards for selection of participants

PROSPECTS FOR THE FUTURE

We need partnership schools to serve as laboratories for the study of teaching. We cannot afford the mistake of simply conceptualizing this school and, then merely labeling an existing school as a partnership school. The partnership school needs to be developed. It may be necessary to reiterate that before the partnership school can exist the teachers who are going to staff it must be prepared for the role of demonstrating in classroom practice the most up-to-date educational theory. They must be prepared to guide and facilitate the learning experiences of the prospective teacher. It thus

appears that the first task in developing partnership schools is the preparation of the classroom specialist in Teacher Education.

RATIONALE:

We have listed below a set of broad statements that represent our viewpoint in the process of developing Partnership schools for Teacher Education:

1. A laboratory for the study of teaching is essential for preparing prospective teachers. The laboratory should provide experiences that represent the reality that the prospective teacher will deal with in the role of teacher, ie; pupils, other teachers, administrators, and others. We envision the Partnership school as fulfilling this purpose.
2. The Partnership school at present is a concept of what can be. It cannot come into being until a school is staffed by teachers who have been prepared to function as Classroom Specialists in Teacher Education. These teachers are the key to guiding and facilitating the learning of the prospective teachers.
3. In preparing teachers to become Classroom Specialists in Teacher Education they, too, must have the laboratory experiences that represent the reality that they will deal with in their new role, ie; pupils, prospective teachers, administrators and clinical professors.

4. The development of Partnership schools must combine conceptualization with experience. Tentative partnership schools need to be used to prepare the prospective Classroom Specialist in Teacher Education. These tentative partnership schools will provide the laboratory experiences to all participants prior to the establishment of the Partnership School. The tentative partnership school becomes a necessary factor that must be provided for preparing the classroom specialist.
5. In order to provide for an accurate representation of reality, all participants must be involved in initial planning. Teachers, students, administrators and faculty, in their prospective roles must help develop the program. These professional people need to define roles and responsibilities, specify target competencies, and determine procedures for conducting the preparation program.
6. Stress should be placed on the process of scientific inquiry. This should include hypothesizing, defining problems, identifying alternatives, and collecting sufficient data for making decisions. It is from such a process that the program to prepare prospective classroom specialists should emerge.
7. It is important to emphasize the self-development process. Participants in the program should become a community of learners, facilitating each other's personal and professional development. This calls for continuous self-assessment, for experimenting, and for sharing of ideas and findings.

PARTNERSHIPS IN DAYTON

The University of Dayton, a private institution, has available the flexibility of making decisions and reaching agreements without having to go through channels outside of the university. It also enjoys the advantage of a history of close relationship with the Dayton Schools. Our program is based on mutual cooperation between the university and school systems. This process involves a challenge in seeing that working relationships evolve from cooperative efforts, and that agreements are mutually benefiting to the school system and to the university.

The University of Dayton and the Dayton Schools worked closely in developing a program of cooperative teaching centers. In the school year of 66-67, our first formal attempt was entitled, "Preparation of Teachers in a Cooperative Venture," (see appendix A). The Dayton Schools assigned four schools to the University of Dayton for laboratory experiences at the pre-service and in-service levels. A group in each school, consisting of the principal, six to ten teacher volunteers, a university campus supervisor, and a school system consultant met weekly to reinforce each others' efforts, to plan, to coordinate, and to assess the experiences being provided to the pupils and to the student teachers. In addition the cooperating teachers enrolled in a graduate course specifically designed to help in supervising student teachers.

In the following years Diagnostic tutoring as a practicum was added to the course in Reading and Language Arts. Students

tutored a small group of children two hours for four days a week during the first semester. This experience was followed in the next term by student teaching in the same school (see appendix B).

A significant emphasis was added to the program in the third year. An attempt was made to utilize our program in dealing with the increasing social, economic, and cultural changes occuring with the shifting of population in the city. It was felt that the resources offered by the university would slow down the exodus of long time residents from these rapidly changing neighborhoods.

This social problem was soon aggravated by the defeat of proposed school levies. The school system has been engaged in frantic efforts to deal with these problems by reassignment of staff and massive changes in curriculum. The resulting ambiguity and instability has been a tremendous challenge to our efforts to develop improved programs in teacher education.

We have learned much in the five years, even though we have had to shift our theater of operations from some schools to others. We have conferred with superintendents, principals, and school consultants and have defined and refined a large variety of goals and procedures. Shifting from one school to another or even from one school system to another has not been altogether a disadvantage. A change has given us an opportunity to avoid "errors" made at the previous site.

PRESENT PROGRAM IN PROCESS

CHARACTERISTICS OF OUR PROGRAM:

As our program has evolved, we have refined our perceptions and skills, we have made adjustments in our directions, and we have become more committed to further development. With all the changes, we can characterize it as follows:

1. Our program is directed to preparation of the classroom specialist in Teacher Education. It emphasizes at all times the personal and professional development of the other individuals also involved in the program: pre-service students, administrators, and university faculty. This personalization is intended to capitalize on the strengths and interests of the individual. It assumes that development consists of actualizing and internalizing experiences. It further implies that every learner should have the freedom to assume responsibility for his own behavioral modification. The intent is to structure our program so that learning is cumulative. By this we mean that success at one level should lead to success at more difficult levels. In place of the smorgasbord offerings that currently accumulate towards graduation, we intend to offer a sequential program in professional education that is specifically career-oriented for the elementary teacher.
2. In order to provide freedom of choice to the learners in our program we will utilize a system to assess, facilitate and

monitor individual student progress. Personal and professional growth will be continuously assessed in terms of anticipated behavioral outcomes that should eventually produce desired performance competencies. This approach could result eventually, in elimination of courses. Our initial efforts, however, are not directed at elimination; rather we are dealing with reality as it exists, and will endeavor to make revisions in course offerings to provide for behavioral modification of pre-service and in-service participants. We envision courses that are flexible, providing opportunities for achievement and refinement of behavioral competencies.

The progress of the prospective classroom specialist also relies on self-assessment and self-development opportunities. In-service education, as well as graduate courses, is available to attain and refine the competencies needed for this specialist role.

3. Our program makes use of clinical, laboratory and field experiences to increase the correlation between theory and application. The use of video and audio recording of teaching experiences, accompanied by diagnosis and interaction analysis provides opportunities for self-development. We have begun to use the computer to collect, store, and analyze data, to aid in monitoring student progress, and to assist in programed instruction. We are also making extensive use of the curriculum materials center, and the instructional

materials production center to increase the teacher's ability to communicate. We are using campus classroom laboratories to provide for simulation. Field experiences are being provided in the tentative partnership school, as well as in the Outdoor Education Center.

STRUCTURE OF THE PROGRAM FOR PROSPECTIVE CLASSROOM SPECIALISTS IN TEACHER EDUCATION

We believe that the new role of Classroom Specialist in Teacher Education is not simply an extension or an expansion of the existing role of supervising teacher. The role encompasses responsibilities to students at various levels of development. It assumes more responsibility for the sequential development of the prospective teacher. It requires more sophisticated skills in demonstrating a variety of teaching behaviors and more skills in diagnosing, facilitating, and analyzing the learning of young adults.

This new role requires that persons who have functioned successfully as classroom teachers should be provided with opportunities to prepare themselves to function as classroom specialists in Teacher Education. This program proposes to involve the participants in defining the competencies to be sought, the formal and informal experiences to be provided, the materials of instruction, and materials and procedures to be used to assess professional progress. The program also involves collecting and analyzing the data that should give insight to future needs.

The cooperative study, discussions, and explorations of the past five years have produced the following tentative components that need to be further refined. The program for development of the Classroom Specialist in Teacher Education should provide:

1. Specially designed graduate courses in such areas as:
   - Advanced Developmental Reading
   - Diagnosis and Correction of Reading Difficulties
   - Interaction Analysis
   - Educational Media
   - Research in Social Studies Instruction
   - Supervision of Student Teachers
   - Advanced Learning Theory
   - Science Instruction
   - Mathematics Instruction
2. Practicum experiences related to the graduate courses, involving:
   - Micro Teaching
   - Small group diagnosis
   - Application to large group instruction
3. In-service experiences involving:
   - Supervision of student teachers and
   - Guidance of practicum activities

4. Opportunities for self-assessment, using:
   - Audio and video recordings
   - Analysis of interaction
   - Other self-assessment instruments
5. Opportunities for group reinforcement by:
   - Working as teams with other teachers
   - Inservice seminars
   - Cooperative planning
6. Opportunities to participate in developing and refining the inservice and undergraduate programs

The future classroom specialist needs to become acquainted with the undergraduate curriculum. Changes need to be made in the existing curriculum to provide for sequential development as well as for practice correlated with study. In the pre-service program there is a time for different types of concentrations which should lead to the development of specific types of behavioral competencies. The types of concentration are:

STRUCTURE OF THE PROGRAM

1) FRESHMAN YEAR: A TIME FOR DECIDING.

This year is devoted to personal and professional orientation. One professor and one or two student leaders interact with a small group of freshman students who have chosen Elementary Education. The course provides one hour weekly for small group seminars, small group and individual counseling. The emphasis is on self-assessment. Two hours a

week are also provided for practicum experiences with children in a school. The student assesses the effect he has on children, the effect children have on him, and also assesses his original commitment to elementary teaching.

2) SOPHOMORE YEAR: A TIME FOR UNDERSTANDING.

A course, at the sophomore year, has been specially designed for students who are determined to be elementary teachers. This is an introduction to the science of teaching, probing the role of the teacher, the role of the school in the community, and outlining the competencies involved in teaching.

3) JUNIOR YEAR: A TIME FOR PARTICIPAING.

Students are encouraged to enroll for professional education courses in a block, with Reading and Language Arts serving as a pivot. Students in groups of eight to twelve are assigned to one school for practicum experiences. Emphasis is on diagnostic tutoring of four to six children three times a week. In the ensuing semester, students may do their student teaching at the same school. Also available is student teaching for five weeks in Outdoor Education.

4) SENIOR YEAR: A TIME FOR ACTUALIZING.

This year is devoted to refining teaching skills. Plans call for half of each day devoted to paid internship accompanied by supervision and a seminar.

PROGRAM OBJECTIVES

We are in the process of analyzing objectives for a program for Classroom Specialists in Teacher Education. The objectives of this undertaking fall into two categories:

1. We must find out what competencies should be developed to enable the teachers to function in their new role.
2. We need to identify the dimensions of the factors or attending conditions that should be provided to enable the teacher entering this program to acquire the necessary competencies.

In effect we are saying that if the program for preparing prospective teachers needs a laboratory such as the partnership school to reflect the reality of the prospective teacher's role, likewise the program for preparing the classroom specialist in teacher education also needs a laboratory that represents the reality of this new role.

If the classroom specialist in teacher education is to serve as a model as well as a facilitator to the prospective teacher, he must exemplify in his teaching the most up-to-date practices and innovations. He should be seeking and implementing change, and be conscientious in the evaluation of changes. He should be able to deal effectively with behavior modification, his own as well as that of the pupils and prospective teachers assigned to him. The specific competencies that this person should possess at the end of the preparation program need to be identified.

Through a succession of meetings, seminars, conferences, and field trials with university faculty, cooperating teachers, school administrators, and educational students we have already produced a list of tentative competencies to be attained by teachers entering the program. We propose, by continuous study and experimentation to determine if these competencies are realistic, adequate, and attainable.

1. BEHAVIORAL OBJECTIVES

Teacher's competencies will be recognized and evaluated by their:

A. Ability to demonstrate theory in practice:

1. Diagnosis of individual pupil's levels of learning.
2. Formulates and states learning objectives in terms of anticipated pupil behavior which itself is based on pupil cues.
3. Selects strategies, activities, and materials to reach anticipated behavioral goals.
4. Selects, devises, and uses evaluative instruments and procedures to secure and provide feedback to pupils.
5. Overcomes defensiveness when outcomes in learner's behavior differ from teacher expectancies.

B. The ability to serve as a model for learners.

1. Is an enthusiastic inquirer.
2. Is an experimenter. Uses scientific processes to discover questions, to define problems, and to anticipate outcomes.

3. Defines learning as behavior. Uses scientific processes to anticipate and to interpret behavioral events in the classroom.
4. Defines teaching as facilitating behavior that consists of teaching skills, involving both verbal and non-verbal, as well as knowledge of content, and strategies.
5. Uses audio and video recordings to secure feedback on his teaching behavior. Uses interaction analysis and micro-teaching to refine his teaching behavior.
6. Uses planning and evaluation to secure behavioral modification.

C. <u>The ability to demonstrate group dynamics in action</u>.

1. Provides a climate conducive to democratic processes. Provides freedom of choice. Fosters self-directiveness. Provides for decision-making. Stresses rights based on responsibilities.
2. Encourages and facilitates individual enterprises, group sharing, and interaction. Uses learner cues. Is supportive of learner's attempts to explore and to discover.
3. Makes the classroom a laboratory for living as well as a workshop for developing skills.
4. Uses counseling techniques in studying, probing, and evaluating social behavior patterns.
5. Works effectively with colleagues and parents.

D. Ability to demonstrate the application of Instructional Media.

1. Applies accepted principles to the selection and use of instructional materials.
2. Demonstrates proficiency in the preparation and use of media.
3. Demonstrates proficiency in probing the use of sophisticated systems such as computer, video, and photography.

E. The ability to analyze initial teaching behavior of the prospective teacher.

1. Uses systematic recording to secure feedback.
2. Uses interaction analysis to interpret student's teaching behavior.
3. Uses micro-teaching to secure refinement.
4. Confers with and counsels prospective teachers after systematic observation.
5. Shares ideas, pupils, and materials with the prospective teacher.
6. Modifies his schedule and routine to enable prospective teachers to experiment.

F. The ability to participate in continuous curriculum development.

1. Uses action research in his teaching. Implements research findings.

2. Searches for new patterns in organization and curriculum, such as non-gradedness, differentiated staffing, multidisciplinary approaches.
3. Keeps abreast of educational innovation through extensive reading, and professional involvement.

2. FORMULATE THE CRITERIA TO BE USED IN SELECTING THE PROSPECTIVE CLASSROOM SPECIALISTS

Since this is a new form of specialization, the prospective specialist will require opportunities to develop the needed competencies. To increase the probability that the target competencies will be acquired, it is assumed that selected volunteers should possess some specified entrance characteristics. Specifically, the teacher selected to enter this program will need to:

A. Be dedicated to teaching and enthusiastic for this program of preparing the classroom specialists in teacher education.
   1. He must have sufficient teaching experience to feel professionally secure.
   2. His motivation should stem from a desire to grow professionally, and to assist prospective teachers.

B. Have a desire to become a classroom specialist in a school-university partnership.
   1. He should expect to serve in a liaison capacity between the school and the university.

2. He should be interested in facilitating the learning of young adults as well as that of children.

C. Be willing to assess his own personal strengths and weaknesses.

1. This involves providing biographical data, using self-confrontation, using audio and video taping, and other self-assessment instruments.

2. It includes assessing the teacher's sensitivity to children, the ability to deal with ambiguity, and the ability to cope with frustration.

D. Be interested in his professional growth.

1. He should be willing to acquire or refine new competencies. This might include enrolling for post graduate or graduate study. Although graduate credit would be optional, there should be specific courses available to develop target competencies.

2. Reading of professional research literature. Professional reading should be considered as one of the principal attributes of the classroom specialist. He should be currently abreast of published research in his area of teaching, and in teacher education.

E. Be willing to attempt innovation in his teaching.

1. He should be willing to use diagnosis, personalized teaching.

2. He should be willing to attempt classroom experimentation in scheduling, group organization, and learning activities.

F. Be willing to assume professional leadership. There should be a close relationship with the organizations that represent the teaching profession.

G. He should be concerned about the role of the school in community living. He should strive to be involved with parents and community leaders.

3. FACTORS NECESSARY FOR THE FULL DEVELOPMENT OF A TENTATIVE PROGRAM FOR THE CLASSROOM SPECIALIST IN TEACHER EDUCATION

The tentative competencies listed will be of value only if the opportunity to develop them is available. The classroom teacher may be cognizant of the importance of these objectives, but some form of educational program needs to be provided if he is to attain these objectives.

Both the University and School System involved in this partnership have the responsibility of assisting the prospective specialist.

The University of Dayton and the School System have formulated the following tentative objectives for preparation of its Classroom Specialist in Teacher Education program.

RESPONSIBILITIES ACCEPTED BY THE UNIVERSITY

1. Educational Plan

   A. Design of the Program and Course Proposals

      1. Propose a conceptual design to use as a point of departure in developing a new program of Classroom Specialist in Teacher Education.

      2. Operational design to be developed jointly with the school system.

      3. Provide for initial participation of prospective classroom specialists in the planning.

   B. Develop a program of teacher education at the graduate level to meet the needs of the participating teachers.* Offer courses such as: Analysis of Instruction, Instructional Media, Diagnosis, Curriculum Development, Supervision, Differentiated Staffing and Its Implications. Some courses should be available off campus.

   C. Develop a program of teacher education at pre-service level which stresses the personal professional development of the teacher through application of theory; related field, laboratory, and clinical experiences; self-assessment; personalized programs; individual and group

*University of Dayton during the years 1968-69 began an In-Service Program on an experimental basis; 1969-71 courses opened to all classroom supervisors; plans for 1972-75 courses required for classroom specialists in teacher education.

counseling; involvement with related work and study programs. Students in this program will be involved with the classroom specialists in process or qualified for teacher education.

D. Develop a program of inservice education for the University faculty in the program. Initiate selective recruitment of specialists; provide weekly seminars to study, plan, evaluate, and coordinate the program; conduct continuous search for innovations.

E. Develop a program of research and evaluation cooperatively planned and implemented. Develop new designs; secure continuous feedback; verify resulting modifications in student behavior defined in stated objectives.

F. Plan for public recognition of the classroom specialist as a key person in teacher education by providing university privileges; by providing university title; seeking state certification for this role.

2. Organizational Plan - The University will

A. Designate a person to coordinate the program with the school system. This person should have the position, authority, and experience to represent the university effectively.

B. Provide clinical professors to each partnership school. These professors should be full time faculty; have the rank of assistant professor or higher; possess teaching

and supervisory experiences to function as an Elementary School Supervisor; have completed doctoral studies to qualify as a specialist in an elementary education field. (ex. Reading, Math, Science, Social Studies, Analysis, Group Dynamics, Educational Technology, Curriculum). The work load should combine university teaching with supervisory work in the partnership school; teach one or two courses in professional education; supervise university students, interns, student teachers, aides. Ordinarily each clinical professor would be assigned no more than ten student teachers plus some interns and some aides.

The clinical professor coordinates the pre-service laboratory program in the school; conducts periodic seminars for participating teachers at partnership schools; provides information, provides for joint planning, secures feedback.

C. Provide necessary technical assistance to assess quality of education. Video recording technicians and equipment as well as analysis materials will be shared.

D. Develop a systematic program for reporting to the school system and to the university.

E. Coordinate efforts for funding with the school system.

RESPONSIBILITIES ACCEPTED BY THE SCHOOL SYSTEM

In the shared responsibility of a partnership program the school system, in the person of the Superintendent should be willing to:

1. Designate one or more schools to serve as tentative partnership schools.
2. Develop procedures for recruiting, selecting, assigning, retaining or replacing the participating teacher in each school. This might include provisions for school transfers. It should also include salary inducements, as well as recognition of the new role.
3. Develop plans and procedures of communication with the community and professional teacher organizations.
4. Designate a representative to coordinate the program with the university. This person should have the position, authority, and experience to effectively represent the school system.
5. Authorize the use of school facilities and space, as well as school time to be used in planning, implementation, and assessment required by the program.
6. Authorize necessary waviers to uniform system-wide practices for the participating schools.
7. Provide funds to help defray costs of the program. The school system and the university should consolidate their search for funds to support in-service and graduate work, as well as for expenses connected with pre-service practicum experiences.

The selection of tentative partnership schools is important. As previously stated the teacher is the key to the laboratory experiences offered to the student of education, but the prospective classroom specialist will function best in an environment of acceptance and openness. The school should meet certain criteria that foster the cooperative progress of the program.

CRITERIA TO BE USED IN SELECTING TENTATIVE PARTNERSHIP SCHOOLS

1. The tentative partnership school should be a regular school under the jurisdiction of the school system.
2. Stability is essential. Assignment of principal and faculty should be on long term basis. School population should be relatively stable, and curricular changes should be "orderly".
3. There should be a nucleus of teachers assigned to the school who are willing to volunteer for this program and who meet the specified criteria for prospective classroom specialists.
4. The school should be accessible to university students.
5. A high level of esprit de corps should exist among the staff so that innovation is encouraged and reinforced.
6. The school should provide such facilities and space for tutoring, for video taping, for micro teaching, and for critiquing. An instructional materials center should be available.
7. The school scheduling should include time for planning, coordination, and in-service education.
8. The school should be willing to forego projects that conflict with this program.

9. The community is aware of and receptive to the attempts directed toward improvement of teacher education.

Selection of the principal for the tentative partnership school is extremely important. The principal is the educational leader of the school. In many ways the personality of a school reflects the personality of the principal. Unless the principal is highly enthusiastic, the success of this Classroom Specialist program is very dubious. It is essential that the principal of the school meets certain criteria.

CRITERIA TO BE USED IN SELECTING THE PRINCIPAL FOR THE TENTATIVE PARTNERSHIP SCHOOL

1. The principal should understand and approve the Classroom Specialist Program in Teacher Education and should desire that the teachers on his staff participate in the program.
2. He should be willing to devote time and energy to planning, coordinating, and implementing the program with the other participants.
3. He should be willing to assist in the effective operation of the program by encouraging and accepting experimentation, and by being able to withstand frustration and ambiguity as the program develops.
4. He has sufficient experience as a supervisor to feel professionally secure so that he can support teachers in their creative efforts.
5. He should be involved in professional development. He should

be involved in community action and aware of the political, economic, and social forces of the community. This background makes him an excellent resource person for the program.

PERSONNEL

1971-72

Director:

Dr. Simon J. Chavez, Chairman, Department of Elementary Education

Administrators:

Dr. Joseph Rogus, Assistant Superintendent for Curriculum, Dayton Public Schools

Dr. Robert Hopper, Superintendent, Mad River Township Schools

Mr. Francis Birt, Coordinator for School University Teacher Education, Dayton Public Schools

Mrs. Marilyn Jende, Coordinator, Mad River Township Schools

Tentative Partnership Schools:

Holy Angels Elementary School - 5 years experience
Sister Elaine Ballman, principal
Sister Elizabeth Waters, Assistant Professor, Clinical Professor
Sister Jeanne Marie Suerth, Coordinator

Jefferson Primary School - 4 years experience
Mrs. Wertha Dugger, principal
Dr. Gordon Anderson, Assistant Professor, Clinical Professor

Fairview Elementary School - 2 years experience
Mr. Lloyd Hill, principal
Mrs. Mildred Miles, Assistant Professor, Clinical Professor

Parkwood Elementary School - 2 years experience
Mr. Ben O'Diam, principal
Dr. Frances Daily, Assistant Professor, Clinical Professor

Saville Elementary School - first year
Mr. Joseph L. Moses, principal
Dr. Rita Klosterman, Associate Professor, Clinical Professor

Brantwood Elementary School - first year
Miss Doris Webb, principal
Dr. Rita Klosterman, Associate Professor, Clinical Professor

Normandy Elementary School - first year
Mr. Robert Savage, principal
Dr. John O'Donnell, Professor, Clinical Professor

St. Alberts Elementary School - first year
Sister Jeanne Miller, principal
Dr. Paul Lutz, Assistant Professor, Clinical Professor

Technical Assistance:

Mr. David Joseph, B.S. Computer Science, Audio Visual Specialist

Secretarial:

Miss Cheryl Shigley, Secretary

Student Assistants:

Susan Bednar, Coordinator, Freshman Program
Lynne Kerbis
Elaine Kerner
Deborah Klein
Betsy McShane
Peggy Mospens
Pamela Parker
Pat Uram

1. Use of existing resources

Although some outside funds have been received to support components of this program, the major costs have been borne by the university and by the school systems as part of their regular operation. Both the university and the school system have allocated facilities, equipment and materials. The school systems have provided release release time to administrators, principals, and participating teachers to devote to planning, and coordination. The university has provided released faculty time, computer facilities, as well as a full time audio visual specialist. It has made available the use of a well-organized curriculum materials center, a materials production center, and library facilities. It has also used funds made available from student aid to support the cost of work-study students. No attempt has been made to conduct a cost accounting for these resources.

2. Available outside funds

Source of Income	Amount	Date	Allocated Use
Kettering Fund	19,000	1967	Purchase of video equipment and van.
Cooperative Research USOE	4,700	1968	Research on Diagnosis

Source of Income	Amount	Date	Allocated Use
Dayton Schools Federal Programs	19,500	1968	Reading Workshop
	11,400	1968	Tutoring
	2,500	1969	Tutoring
	5,400	1970	Urban Education Workshop
	5,000	1971	Inservice Education
Parkwood School P.T.A.	600	1971	Student Travel
Allocation from off-campus course offerings	2,000	1971	Materials
Fees from Remedial Reading	800	1971	Materials
	$70,900		

EVALUATION AND DATA

Our evaluation procedures are intended to show how the program fosters the self-development of the participants. We are interested in discovering what benefits are derived by the pupils, the prospective teachers, the participating teachers, and the clinical professors. The following section outlines the evaluative procedures we have developed and used up to the present and it lists the types of evaluation projected for future use.

1. Evaluative procedures used with pupils in participating schools:
   A. One of the Reading Specialists conducted an extensive study to determine the value of diagnostic tutoring. A significant increase in reading achievement was shown by the experimental group. See Appendix C for abstract of this study.
   B. One of the Reading Specialists administered the Iowa Test of Basic Skills to intermediate grade pupils. Pupil scores were analyzed by the U. D. computer to be used for diagnosis. A procedure for a follow-up of this type of diagnosis is now being developed.
2. Evaluative procedures used with participating teachers
   A. We have adapted instruments developed by The Texas R and D Center for measuring role perceptions and teacher attitudes as well as personality factors.

B. We are using audio and video recordings that monitor changes in pupil-teacher interaction. This involves taping lessons early in the program and comparing them with tapes made later on in the program to determine progress in teaching skills. We have found that the reluctance of teachers to be video taped is overcome after they have enrolled for the course on Interaction Analysis.

C. We have begun a file accounting system to record the types of experiences that the supervising teacher has had in specified areas of competency. This file shows experiences in connection with graduate courses as well as experiences in in-service education.

3. Evaluative procedures used with prospective teachers

A. We have begun to develop a checklist in all courses to monitor the attainment of specified competencies. See Appendix D for samples used in the course entitled "Teaching in the Elementary School" and also for the course "Reading and Language Arts".

B. We are using several instruments developed by the Texas R & D Center for self-assessment by the prospective teacher.

Teacher concerns statement

Self-report inventory

Adjective rating scales for self-description

(See Appendix E for analysis of scores produced with last year's freshmen)

C. We are using a variety of questionnaires that ask the student to evaluate his practicum experiences, his student teaching experiences and his evaluation of the entire teacher preparation program at the time of graduation. Samples of these forms as well as samples of responses are included in Appendix F.

Two studies by graduate students were made to determine the effectiveness of our micro-teaching experiences. One of the studies was concentrated on procedures recommended for video taping. The other study outlined the feasibility of developing a computerized form to be used with interaction analysis in a micro-teaching situation. See Appendix G.

D. We have made extensive use of micro-teaching in student teaching and practicum experiences. We have found it necessary to introduce interaction analysis and video-taping as pre-student teaching experiences. We have also found a need to structure procedures for video-taping and for critiquing, particularly when these are followed by re-teaching.

E. We have developed a form which has been computerized to provide a quick assessment of the status of the student. We call this form a student progress profile. This

form enables the student to anticipate his personal and professional needs while in the program as well as to assess the progress he is making. Information from this form will also enable the department to anticipate needs for courses or other types of experiences necessary to meet the needs and interests of the students.

4. Evaluative procedures of the university faculty

   A. Courses in professional education have undergone extensive revision. Laboratory, clinical and field experiences are closely correlated with the professional education courses. As an example of this we have added practicum experiences to the freshman course and we have added diagnostic tutoring experiences to the Reading and Language Arts.

   B. To provide for student-faculty interaction, four students are elected members of our departmental organization. An attempt is also made to develop a close association between one professor and approximately twenty students in each class. (Freshmen, sophomores, etc.)

   C. An in-service seminar for faculty and student representatives is scheduled weekly.

   D. In several partnership schools a weekly in-service seminar involving the clinical professor, the participating teachers and the principal is held to coordinate and to plan.

E. The university conducted a year long self-study in 1970-71 entitled "Planning for the Seventies". In this study the department of elementary education concentrated its efforts on evaluating past experiences and outlining projected plans for the rest of this decade. See Appendix H.

ANTICIPATED BENEFITS TO TEACHER EDUCATION

1. Our program has been based on the following assumptions:
   A. That partnership schools can exist only if the classroom teacher is prepared to function as a classroom specialist in Teacher Education.
   B. That the preparation of the classroom specialist should be based on a self-developmental process.

   Tentative evidence produced by our program demonstrates the feasibility of these assumptions.
2. The continuation of this program has been possible through the involvement of participants on a purely voluntary basis and with minimum outside financial support.

PHOTOGRAPHS

1. Weekly departmental seminars involve both faculty and elected student representatives.
2. The audio visual specialist video-records a micro-teaching lesson, using remote control equipment in a mobile van.
3. Two students in a pre-student teaching practicum team up for diagnostic tutoring.
4. Participating teachers and clinical professor at a school use a weekly seminar to plan, to coordinate, and to share findings.
5. Freshman students devote two hours a week to assess their ability to interact with children.
6. Student teachers are video taped a minimum of five times.
7. Students review video tapes prior to re-teaching the same lesson.
8. The clinical professor and the supervising teacher join the student teacher in a critique following each taped lesson.
9. The computer terminal is used to help a student teacher individualize a lesson.